

Grade 4

Opinion Writing – Writing an Editorial

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
August 2016



Grade 4: Argument Writing: Writing an Editorial

Unit Rationale/Overview:

This unit focuses on writing an Argument piece. Its purpose is to assess the students' abilities to write an Argument piece that introduces a topic, states an Argument with reasons as support, creates an organizational structure, and provides a concluding statement within the format of an editorial. The teacher will offer guidance and support as students plan, revise and edit.

Argument writing is a prerequisite skill for argument writing. Reading (informational text), inquiry, and communication standards are naturally interwoven as teachers will model stating a topic, communicating an Argument, and providing facts and details to support the Argument.

The work the students do, under the guidance of the teacher, can serve as the model for work the students will do independently while creating their editorials. This work will include inquiry, reading informational text, communication and writing.

This unit is based on the South Carolina College and Career Ready ELA standards. Students practice critical thinking and problem solving, collaborate, and use media and technology. As students work, they become self-directed learners and persevere while practicing interpersonal skills. These actions support the *Profile of the South Carolina Graduate*. (<http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf>)

Estimated Time Frame: two weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators:

Reading - Informational Text

- 4. RI.8 Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**
- 4.RI.8.1 Determine how the author uses words and phrases to shape and clarify meaning.
- 4.RI.8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem
- 4. RI. 11 Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**
- 4.RI.11.1 Apply knowledge of text structures to describe how structures contribute to meaning.

Writing

4.W.1 Write arguments to support claims with clear reasons and relevant evidence.

4.W.1.1 Write Argument pieces that:

- a. introduce a topic or text clearly, state an Argument, and create an organizational structure in which related ideas are grouped to support the writer's purpose;
- b. use information from multiple print and multimedia sources;
- c. provide reasons supported by facts and details;
- d. use transitional words or phrases to connect Arguments and reasons
- e. develop and strengthen writing as needed by planning, revising, and editing, building on personal ideas and the ideas of others
- f. use paraphrasing, quotations, and original language to avoid plagiarism; and
- g. provide a concluding statement or section related to the Argument presented.

Communication

4.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

4.C.1.1 Explore and create meaning by formulating questions; engage in purposeful dialogue with peers and adults, sharing ideas and considering alternative viewpoints.

4.C.1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.

4.C.1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.

4.C.1.4 Engage in focused conversations about grade appropriate topics and texts. Build on the ideas of others; pose specific questions; clarify thinking, and express new thoughts.

4.C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Embedded Standards/Indicators

Inquiry-Based Literacy

4.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

4.I.2.1 Explore topics of interest to formulate logical questions, build knowledge, generate possible explanations; consider alternative views.

4. I.3	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
4.I.3.1	Develop a plan of action for collecting relevant information from primary and secondary sources.
4.I.3.2	Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
4.I.4.	Synthesize information to share learning and/or take action.
4.I.4.1	Draw logical conclusions from relationships and patterns discovered during the inquiry process.
4.I.4.2	Reflect on findings to build deeper understanding and determine next steps.
Writing	
4.W.4	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
4.W.4.1	When writing: <ul style="list-style-type: none"> a. use relative pronouns and relative adverbs; b. form and use the progressive verb tenses; c. use modal auxiliaries to convey various conditions; d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense; e. order adjectives within sentences according to conventional patterns; f. explore using prepositional phrases in different positions in sentences; g. use coordinating and subordinating conjunctions; h. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and i. use frequently confused homonyms correctly.
4.W.5	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4.W.5.1	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations
4.W.5.2	Use: <ul style="list-style-type: none"> a. apostrophes to form possessives and contractions; b. quotations marks and commas to mark direct speech; and c. commas before a coordinating conjunction in a compound sentence.
4.W.5.4	Use spelling patterns and generalizations.

Communication

- 4.C.2 Articulate ideas, claims, and perspectives in a logical sequence, using information, findings, and credible evidence from sources.**
- 4.C.2.2 Discuss the purpose and credibility of information presented in diverse media and formats.
- 4.C.3 Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**
- 4.C.3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts and feelings.

Clarifying Notes and/or “I Can” Statements

Clarifying Notes

The lesson format is that of gradual release. The Gradual Release Model is a strategy in which a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include the teacher and students’ working together, students’ working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.

The suggested strategies are meant to build students’ abilities to write an Argument piece through process writing while incorporating the standards and indicators applicable to reading informational texts.

The strategies listed within this unit can be taught within Writer’s Workshop. When Writer’s Workshop is integrated with reading, students interpret meaning in a more authentic way. The components of Writer’s Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

Teaching Elementary Students to be Effective Writers provides evidence –based recommendations for addressing writing for instructional practices. Those recommendations include the following:

1. Provide daily time for students to write.
2. Teach students the writing process.
3. Teach students to write for a variety of purposes.
4. Teach students to become proficient in handwriting skills, spelling, sentence construction, typing, and word processing.
5. Create an engaged community of writers. (Institute of Education Sciences, 2012)

For more information: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf

The Fundamentals of Writing (K-12)

The Fundamentals of Writing provides the classroom structure for a writing community, using a workshop approach. Students learn the recursive process of writing, act as collaborators of writing with their teacher and peers in the writing workshop, produce clear and coherent writing, and incorporate author's craft techniques in their work. *The Fundamentals of Writing* is designed for students in K-12; therefore, these are on-going expectations for English Language Arts classrooms. You may find *The Fundamentals of Writing* in the SCCR Standards document.

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/Fundamentals%202015%20Process.pdf>

Characteristics of an editorial

It uses the writer's Argument to persuade readers to agree with a point of view or stand on an issue.

Its purpose is to influence public Argument, promote critical thinking, and persuade people to take action on an issue,

Writing an Editorial

http://www.slideshare.net/Ken_Writer/editorial-writing-101?next_slideshow=1

"I Can" Statements

"I Can" statements are learning targets of what students need to know and accomplish as related to the standards/indicators.

- I can determine how an author uses words and phrases to impact meaning. (4.RI.8.1.)
- I can use the text features to gain meaning. (4.RI.8.2.)
- I can use my knowledge of text features to describe how they contribute to meaning. (4.RI.11.1.)
- I can introduce a topic, state an Argument and create a structure that groups my ideas to support my editorial. (4.W.1.1.a.)
- I can include information from multiple print and multimedia sources in my editorial. (4.W.1.1.b.)
- I can include reasons supported by facts and details. (4.W.1.1.c.)
- I can use transitional words or phrases to make smooth connections from idea to idea. (4.W.1.1.d.)
- I can develop and strengthen my Argument writing by planning, revising, and editing, building on my personal ideas. (4.W.1.1.e.)
- I can formulate questions, engage in purposeful dialogue with peers and adults, share ideas and consider alternative viewpoints. (4.C.1.1.)
- I can participate in discussions, as well as ask and respond to questions to acquire information on a topic. (4.C.1.2.)
- I can use appropriate word choice, volume, eye contact, facial expressions, posture, gestures, and space while I take my turn in a respectful way.

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

- How can an Argument writing piece be effective?
- How can our writing convince others to agree with our Argument?
- Why is it important to explain and express your point of view?
- Which traits constitute an effective editorial?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction would be during the modeling process.

[Transitional words and phrases for Argument writing](#) can be found in the Appendix.

Note: Other important terms were taught in prior grades, but teachers may need to revisit those terms. Effective instruction includes the use of formative assessment data to determine students' vocabulary needs.

Prior Knowledge

In third grade, students accomplished the following:

- Compared and contrasted diverse texts on the same topic, ideas, or concepts.
- Explained how the author uses words and phrases to inform, explain, or describe.
- Used knowledge of appendices, timelines, maps, and charts to locate information and gain meaning and explained the contribution of these features in a text.
- Stated the author's purpose; distinguished one's own perspective from that of the author.
- Identified problems and their solutions, understood the purpose of description and question and answer structures.
- Created an organizational structure for the logical reasons that strengthened that supported an Argument.
- Used information that was paraphrased or quoted from multiple print and multimedia sources.
- Provided transitional words or phrases to move smoothly from idea to idea in support of an Argument and wrote a concluding statement or section.
- Engaged in focused conversations about the given topic, built on the ideas of others, posed specific questions, clarified thinking and expressed new thoughts.

Subsequent Knowledge

In fifth grade, students will be expected to continue to use the writing process as they begin to write arguments which will include the following:

- logical organization of the stated reasons.
- relevant facts and details that support the reasons.
- Use transition words, phrases and clauses to connect the claim with the reasons.
- use of paraphrasing, quotations and original language to avoid plagiarism, and end with a strong conclusion.

In reading informational texts, fifth grade students will be expected to:

- continue to compare and contrast information found in primary and secondary sources.
- analyze how the author uses words and phrases to shape and clarify meaning.
- apply knowledge of text features in multiple sources to gain meaning or solve a problem.
- compare and contrast a primary and secondary account of the same event or topic.
- apply knowledge of text structures across multiple texts to locate information and understand meaning.

In communication fifth grade students will be expected to:

- consider viewpoints of others by listening, reflecting, and formulating questions before making personal contributions.
- participate in discussions, ask and respond to probing questions to acquire and confirm information.
- apply effective communication techniques and the use of formal or informal voice based on audience and setting.
- continue to engage in focused conversations about grade level appropriate topics and texts, build on the ideas of others, pose specific questions, clarify thinking, and express new thoughts.
- explain personal ideas while building on the ideas of others to demonstrate an understanding of diverse perspectives.

Instructional Strategies

Lessons build toward the culminating activity of writing an editorial.

Teacher and students will determine editorial topics.

Suggested topic- write about the school. The completed editorial can be featured on the school website and/or printed in the class/grade level/school newsletter as an authentic audience.

Students should be immersed in reading editorials prior to being expected to write editorials. Collect an assortment of editorials to use as mentor texts.

Learning Target: I can state an Argument and support my Argument with reasons and factual evidence. (4.W.1.1.a., 4.W.1.1.c.)

Note:

Use this activity as a pre-writing activity before students learn to write an Argument piece.

Preparation:

- Two sentence strips marked as “strongly agree” and “strongly disagree”
- Sentence strips with the following statements:
 - *Children should not be able to eat sugary breakfast cereals.*
 - *Dogs should be kept on leashes.*
 - *Schools should offer more lunch choices.*
 - *If students cheat on tests, they should fail the class.*
 - *Children should be able to have Facebook accounts regardless of age.*
 - *Schools should offer longer and more recess time.*
 - *If you misbehave at school, your parent should have to attend class with you.*

Model (I do)

- Label the classroom – one side is labeled “strongly agree,” and the other side of classroom is labeled “strongly disagree.”
- Explain to students that after you read a statement, they will either go to the strongly agree side of room or to the strongly disagree side of the classroom.
- The teacher reads statements. After students move to their “positions”, have them respond to statements using Argument sentence starters, such as
 - *I strongly agree/disagree with the statement because I think....*
 - *I strongly agree/disagree with the statement because I feel....*
 - *I want you to agree/disagree with the statement because I think...*
 - *An important reason to consider my point of view is that.....*
- Have students take turns explaining their positions out loud. After each student makes a statement, others may choose to join or move away from that student based on what they hear.
- Continue this process until you think that a sufficient number of arguments have been heard. Chart these as the students share them on the white board for reference. (Knoxeducation.com/Backward Planning, 2013)

Guided Practice (We do.)

- The teacher will provide students with a list of topics to create an Argument, using the sentence starters to explain their position. Have students work in groups, Suggested topics are cell phones, curfews, peanuts, Facebook, the movie rating system.
- Share the groups' findings, ensuring that students have stated Arguments and provided an explanation.

Independent Practice (You do)

- Explain to students that at the end of this unit, they will know how to write an effective editorial. Have students make a list of topics that they would like to consider as topics for their writing.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.
- Bring the students together in a large group to share Arguments about what they would like to write about in their editorial.

Learning Target- I can determine elements of an editorial. (4.W.1.1a)**Note:**

Preparation will require:

- A teacher-created editorial or a high-interest editorial re-written and placed on chart paper.
- Copies of an editorial for students to use during the Guided Practice portion of this lesson.
- Colored pencils or highlighters for students to use.

Model (I do)

- Go over the elements that make up an editorial.
 - *An Argument statement*
 - *Reasons supported by facts and details*
 - *Facts and research to support the Argument*
 - *A concluding statement which restates the Argument*
- Read the editorial to the class. Then in a class discussion, identify the parts of the editorial by color-coding them.

- Discuss each element.
- Display the editorial and use it as an anchor chart.

Practice (We do)

- Place students in groups, and have them read an editorial and identify the parts of the editorial by color-coding them.
- Share the findings with the class.

Independent (I do)

- Have students read an editorial and identify the elements by color-coding them.
- Have students revisit their Writing Notebook to revise Argument papers to include a definitive Argument statement.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.
- Bring students together in a large group to share their writing.

Instructional Strategy: Outlining Reasons

Learning Target: Write arguments to support claims with clear reasons and relevant evidence. (4. W.1.a-c)

Note:

Preparation: Chart paper

Model (I do)

- The teacher will model how to support his/her claim with clear reasons and relevant evidence by conducting a think aloud.
- The teacher will select a topic of his/her choice to outline through a visual outlining process.
- The teacher will place the Argument statement in a box at the top of the chart paper.

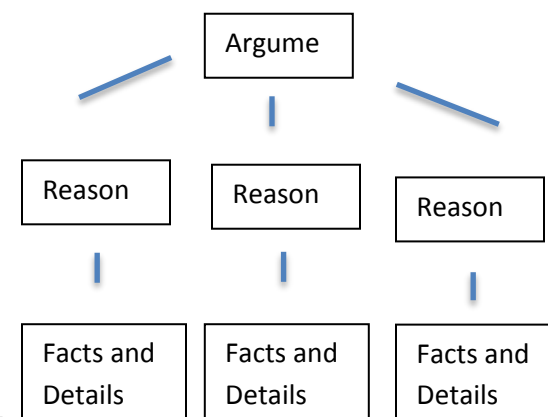
- The teacher will determine the reasons for the Argument, listing each reason within its own box.
- The teacher will list facts and details from the research.
- The teacher will think one reason aloud.

Practice (We do)

- Using a shared writing approach, have students determine the reasons and provide facts and details based on the teacher topic.

Independent (You do)

- Have students create their outline and research, using information from multiple sources as support.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed.
- Bring students together in a large group to share their writing.



Instructional Strategy: Paraphrasing

Learning Target: I can use paraphrasing, quotations, and original language to avoid plagiarism (4.W.1.1f)

Note:

Preparation: Create an Anchor Chart with Rules of Paraphrasing

Model (I do)

- Explain that paraphrasing is taking information from a source and rewriting it in your words.
- Start the concept of paraphrasing by having students TALK through paraphrasing prior to finding facts and details they might use in a paper.
- Place students with a partner. Call one Student A and the other Student B.
- Ask questions such as “What did you do yesterday after school?” Have Student A answer the question; then have Student B paraphrase Student A’s answer.

- Explain the rules of paraphrasing. Display the rules on a chart.
 - *Reword-replace words and phrases with other words such as synonyms*
 - *Rearrange- rearrange words to make new sentences*
 - *Realize- realize that some words and phrases cannot be changed, such as names, dates, and titles*
 - *Recheck-recheck to make sure that your paraphrase contains the same information as the original*

Guided Practice (We do)

- Provide the students with a paragraph, and have them paraphrase the information.
- Have students discuss the way they paraphrased.

Independent Practice (You do)

- Have students begin collecting facts and details for their editorial by paraphrasing information. Tell them to insert information into their editorial drafts.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring students together in a large group to share their writing.

Learning Targets:

- **I can write an editorial that includes reasons and information supported by facts. (4.W.1.1.a.-g.) (4.W.1.b.)**
- **I can include information from multiple print and multimedia sources.**

Model (I do)

- Using the outline of the Argument and supporting reasons, model writing a draft of your editorial.
- Think aloud while writing, addressing only one reason and supporting facts.

Guided Practice (We do)

- Have students continue working on the draft of the teacher's Argument paper. Have students provide the reasons, facts, and details that strengthen the stated Argument.

- Discuss the importance of providing dates and details.

Independent Practice (You do)

- Have students begin writing their drafts of an editorial. Make sure that paraphrasing and using facts and details are part of the assignment.
- Conduct independent writing conferences; document the results of the conference, and provide scaffolding, as needed. Those students who have finished drafting can then move on to editing and revising if these skills have been previously taught.
- Bring students together in a large group to share their writing

Instructional strategy: Use of transitional words or phrases

Learning Target: I can use transitional words or phrases to connect Arguments and reasons. (4.W.1.d)

Note:

See [List of Argument Writing Transitional words and phrases in](#) the Appendix

Preparation- The teacher should have a student writing sample that contains few, if any, transitional words or phrases.

Model (I do)

- The teacher will explain to students that transitional words or phrases do the following:
 - *They help join ideas in Argument writing in an organized way.*
 - *They help lead the reader to the next event (Suddenly, Immediately)*
 - *They alert the reader that additional information is forthcoming to support what has already been stated (Next... then...);*
 - *They introduce a contrasting idea (But, However, On the other hand)*
- The teacher will help students select appropriate transitional words or phrases.
- The teacher will explain that transitional words and phrases may be at the beginning of the sentence but may found within the sentence as well.
- The teacher will distribute the list of transitional words for students to keep in their Writer's Notebook. They will review the list during the revision process.

- The teacher will model adding transitional words or phrases to an Argument paper by using a thinking aloud approach to determine which ones are most appropriate.

Guided Practice (We do)

- Place students in groups. Give students a copy of an opinion paper, and have them determine which transitional words or phrases could be used to help the reader better understand the writing process. Example: *My Argument about Homework: _____homework should be banned. _____, students do enough work at school. _____I had to read two chapters, write a three paragraph essay, work 25 math problems, and memorize a song in music. Isn't that enough work for a day and night? _____ I have responsibilities when I get home. It is my job to feed all 50 of our cows. I don't have time to do homework when I get home. _____ please let's get rid of homework in our class. Thank you.*

Independent Practice (You do)

- Have students look at their editorial drafts and add transitional words as needed.
- Conduct independent writing conferences; document the results of the conferences, and provide scaffolding, as needed.
- Bring students together in a large group to share their writing.

Instructional Strategy: Writing a Strong Conclusion

Learning Targets:

- **I can write an editorial that includes reasons and information supported by facts. (4.W.1.1.a.-g.) (4.W.1.b.)**
- **I can include information from multiple print and multimedia sources.**
- **I can write an Argument piece that has a conclusion statement or section. (4.W.1.g)**

Note:

Preparation: Provide a collection of editorials with strong conclusions. Make copies of a student sample, which lacks a concluding statement or section.

Model (I do):

- Explain to the students that a conclusion is the writer's opportunity to remind the reader of what is important about the topic.

Guided Practice (We do):

- Use a student writing piece for students to rewrite a concluding statement, by reading a number of concluding statements from mentor texts.

Independent Practice (You do):

- The students will write independently, revising their writing to add a strong conclusion as modeled above.
- The teacher will conduct independent writing conferences, document the results of the conferences, and provide scaffolding, as needed.
- The teacher will bring students together in a large group to share their writing.

Assessment Task**Culminating Activity:**

Write to show your Argument about a way to make the world a better place. (examples: argue for less homework, more recess, more fun food in the lunchroom)
The writing could be assessed using the [Grade 4 Argument Writing Rubric](#) found in the Appendix.

Formative Assessments:

The independent practice “I do” components of each lesson may serve as formative checks of students’ understanding of the standard. Additional practices may be included as necessary.

Summative Assessment:

Students will create an Argument piece that introduces their Argument, gives reasons for their Arguments, uses transitional words, and provides a concluding statement.

Additional practice on editorial writing may be needed before students are ready to be assessed. If so, other topics from social studies, science, informational reading, or issues in literature may be used for additional writing and an assessment piece.

South Carolina READY Scoring Guidelines for Text-Dependent Analysis (Grades 3-8)

Teachers may use the rubric that will be used to score student writing on SC READY. This rubric can be used to show students’ strengths and weaknesses of their writing. Teachers may also use it as an instructional tool throughout the writing workshop. As students become more comfortable with the requirements in the rubric, they can use it to strengthen their own writing. Teachers may also modify the rubric to match what has been taught during this unit and what they are holding students accountable for from prior writing instruction.

http://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf

Resources

Gradual Release Model

<http://www.acpsk12.org/pl/coachs-cuts/gradual-release-model/>

TeachingChannel: Improving Practices with Sarah Brown Wessling

<https://www.teachingchannel.org/videos/improving-teacher-practice>

Gradual Release of Responsibility: I do,, We do, You do

<http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

Anchor Charts

Expeditionary Learning –Anchor Charts: Making Thinking Visible

https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf

Anchor Charts 101: Why and How to Use Them, Plus 100s of Ideas

<http://www.weareteachers.com/blogs/post/2015/11/12/anchor-charts-101>

25 Awesome Anchor Charts for Teaching Writing

<http://www.weareteachers.com/blogs/post/2014/09/08/25-awesome-anchor-charts-for-teaching-writing>

Teacher Think-Alouds

Building Reading Comprehension Through Think-Alouds

<http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html>

Literature, Literacy, and Comprehension Strategies (page 8)

<https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/29900chap01x.pdf>

TeacherVision: Think-Aloud Strategy

<https://www.teachervision.com/skill-builder/problem-solving/48546.html>

Structure talk: Think-Aloud

<http://liketoread.com/thinkaloud.html>

How to Write an Editorial - Your Students' Arguments Matter

<http://www.creative-writing-ideas-and-activities.com/how-to-write-an-editorial.html>

School Journalism - Editorial and Argument Writing

<http://www.schooljournalism.org/Argument-and-review-writing-lessons/>

The Connected Classroom. Links to News Sites for Kids (Sources for editorials appropriate for elementary students.)

<http://theconnectedclassroom.wikispaces.com/News>

The Learning Network: For the Sake of Argument

http://learning.blogs.nytimes.com/2014/02/07/for-the-sake-of-argument-writing-persuasively-to-craft-short-evidence-based-editorials/?_r=0

Literacy Design Collaborative - Teaching Students to Write Editorials

<https://ldc.org/blog/posts/teaching-students-write-editorials>

Editorial Writing Elementary - Slideshare

<http://www.slideshare.net/dre1881/editorial-writing-elementary>

Student Argument Writing Samples

http://achievethecore.org/content/upload/ArgumentArgument_K-12WS.pdf

ARGUMENT WRITING RUBRIC GRADE 4

SCORE	4 Exceeds	3 Meets	2 Develops	1 Begins
Focus/Opinion	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt States an opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> Responds to all parts of the prompt States an opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> Responds to most parts of the prompt States an opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization	<ul style="list-style-type: none"> Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion Uses linking words, phrases, and clauses skillfully to connect reasons to opinion 	<ul style="list-style-type: none"> Organizes ideas and information into logical introductory, body, and concluding paragraphs Uses linking words and phrases appropriately to connect reasons to opinion 	<ul style="list-style-type: none"> Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion Uses some linking words and/or phrases to connect reasons to opinion but simplistically 	<ul style="list-style-type: none"> Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion Uses no linking words or phrases
Support/Evidence	<ul style="list-style-type: none"> Supports opinion skillfully with substantial and relevant facts, details, and/or reasons Provides insightful explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> Supports opinion with relevant facts, details, and/or reasons Provides clear explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> Supports opinion with minimal and/or irrelevant facts, details, and/or reasons Provides some explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> Does not support opinion with facts, details, and/or reasons Provides no or inaccurate explanation/analysis of how evidence supports opinion
Language	<ul style="list-style-type: none"> Uses purposeful, correct, and varied sentence structures Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structures Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning Uses academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses some repetitive yet correct sentence structure Demonstrates some grade level appropriate conventions, but errors obscure meaning Uses limited academic and/or domain-specific vocabulary for the audience and purpose 	<ul style="list-style-type: none"> Does not demonstrate sentence mastery Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning Uses no academic or domain-specific vocabulary

Grade 4: Argument Writing
Writing an Editorial
Transitional Words and Phrases

Introducing Your Opinion/Stance:

In my opinion,	There is no doubt that	I question whether
I believe	From my point of view	I (dis) agree with
It is my belief that	It seems to me that	I maintain that

Introducing Your Reasons:

First,	Equally important	Besides,
In the first place,	In the first place	Next,
Furthermore,	Likewise	Moreover,
Secondly	In addition,	Also,
Thirdly,	Similarly,	
Finally,		
Lastly,		

Introducing Examples/Reasons:

For example,	For instance,	In support of this,
In fact,	As evidence,	

Counterargument:
(What “they” say)

Opponents may	Say
I realize some may	Believe
I understand others	Feel
Even though some	Maintain
Although some may	Want
Some people	Favour
Opponents may	Support
	Argue
	State

Your idea to ____ deserves
some merit

Rebuttal:
(What I say)

However,
Yet,
But, I doubt
Yet, I question
On the other hand
Nevertheless
Even so,
In spite of this,
Conversely,
On the contrary,

Concluding your argument:

For the reasons above,	In short,	In brief,
As you can see,	Without a doubt,	Undoubtedly,
As I have noted,	Obviously,	
In other words,	Unquestionably,	
On the whole,		

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Grade 4: Argument Writing
Writing an Editorial
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